 **UNIVERSITY OF MAINE AT FARMINGTON**

**COLLEGE OF EDUCATION, HEALTH AND REHABILITATION**

**LESSON PLAN FORMAT**

**Teacher’s Name:** Jonathan Delorme **Lesson #:** 2 **Facet:** Interpret  
**Grade Level:** 9-12 **Numbers of Days:** 3  
**Topic:** The Great Depression and it's impact on World War II  
  
**PART I:**  
  
**Objectives**  
**Student will understand that**  
History is the study of the past through primary and secondary sources and can help better the future.  
  
**Student will know**   
How to use a Spider Map, some general background to The Great Depression, The Dust Bowl, and the culture of the 1930's.  
  
**Student will be able to**   
Understand that history is constantly building on its self and that every event is connected in an endless web to other events.  
  
**Product:**  
Students will create an ebook using [bookr.com](http://www.pimpampum.net/bookr/" \t "_blank) to explain how The Great Depression made The United States apprehensive to go into World War II and how WWII ultimately got us out of our financial crisis.  
  
**Maine Learning Results (MLR)**  
  
**Maine Learning Results**  
**Content Area:** Social Studies  
**Standard Label:** E. History  
**Standard:** E1 Historical Knowledge, concepts, themes and patterns  
**Grade Level Span:** Grade 9-Diploma "World War II and Postwar United States 1939-1961"  
Students understand major eras, major enduring themes and historic influences in the United States and World history including the roots of democratic philosophy, ideals and institutions in the World.  
**Performance Indicators**: a,b,c,d  
  
**Rationale:**   
Students will connect the events during The Great Depression to the onset of World War II. This lesson will emphasize how the past is a series of interconnected events that always affects future events in some sort of way.  
  
**Assessments**   
  
**Formative (Assessment for Learning)**  
**Section I – checking for understanding during instruction**  
I will use Thumbs Up/Thumbs Down to gauge how students are doing with filling out their Spider Map. This will allow for me to see how people feel about the material so far and whether they are comfortable filling out their Spider Maps or not. A Spider Map has one main topic in the middle and multiple branching legs where a student can fill in information. Thumbs Up/Thumbs Down is a checking for understanding activity where a teacher asks students to hold their thumbs either up, sideways, or down, signifying levels of confidence.  
  
**Section II – timely feedback for products (self, teacher)**  
Students will self-assess themselves using the rubric that will be used for the final grading of their project. This will allow for the student to be aware from the beginning just what they will need to do in order to receive a full grade. I will provide feedback using the rubric on the progress of their online book at the end of the second day.  
  
**Summative (Assessment of Learning):**  
Online Book: 20 points  
Students will create an online book on bookr.com about how the Depression led to World War II. This online book will be made individually and must contain at least two hyperlinks to sites or videos concerning The Great Depression or World War II, along with at least five pictures from that time period. Students are to write a brief description on how the Depression was caused and what life was like during this time. Then, they will explain how The Great Depression made us apprehensive to go into World War II and how WWII ultimately got us out of our financial crisis. Students should focus less on events and dates and more on themes and connections between eras. There is no maximum length but the online book must be at least six pages long and include full citations.  
  
**Integration**  
**Technology:**   
Students will be using bookr.com to create an online book that allows for text, pictures, and links to various sites and other information. This will require using online sources to back up their information along with familiarity with bookr.com.  
  
**Content Areas:**   
American History: Students will have to have a firm comprehension on the events of The Great Depression to understand their impact on how World War II started. They will be drawing upon past events to explain how they connect to each other and progress through time.  
  
World History: Students will have to understand global events at the time and how The Great Depression did not effect only Americans.  
  
English: Students will have to write complete sentences and coherent thoughts in their online books to achieve full credit. Engaging and factual writing will be necessary in their final product.  
  
Math: Some information will be provided to the students in mathematical ways. For example, unemployment rates will be given to students in percent forms. The highest unemployment rate during The Great Depression was 25%, and students will be able to grasp this better if I have 25% of the students in my class stand up.  
  
**Groupings**   
**Section I - Graphic Organizer & Cooperative Learning used during instruction**  
After I lecture, students will be able to fill out a Spider Map about The Great Depression. This will help them draw connections between the different events. Then they will participate in a Jigsaw activity where students will be split into teams of four to six people. I will choose which student will be "Team Leader" of the group. Then, each group member will be assigned a part of a passage of the book *The Worst Hard Time* by Timothy Egan to read. After some time to read, each group member will report back to their group and share what their passage was about.  
  
**Section II – Groups and Roles for Product**  
Students will work individually on their online books. For a homework assignment students will be asked to put themselves in the role of a farmer during The Dust Bowl. They will need to comment on the hardships of the time and discuss what they would have done to improve the land knowing what we know now about agriculture and harvesting. When we come in the next day students will be paired up by forming a line in order of height. The shortest and tallest will be paired and so on until we get to the middle. It is all right if we have a group of three. Students will discuss their blog posting for five minutes.  
  
**Differentiated Instruction**  
  
**MI Strategies**  
  
**Logical:** Students will have to think logically when they fill out their Spider Map about how the Depression led to World War II.  
**Verbal:** Students will be able to write about how The Great Depression helped cause World War II when they make their online book on bookr.com.  
**Visual:** Students will use the Spider Map to map out the influences The Great Depression had on World War II. Also, as my hook, I will be showing them famous pictures from The Great Depression which will highlight the tough times.  
**Intrapersonal:** Students will be able to contemplate how The Great Depression led to World War II by themselves when they fill out their Spider Map.  
**Interpersonal:** Students will be able to share their connections between The Great Depression and World War II with each other during the Jigsaw activity.  
**Naturalist:** Students will be asked how better farming practices would have resulted in less of an economical disaster that was The Great Depression. Students will have to make believe they are farmers and talk about what they could have done differently to the land.  
  
  
  
**Modifications/Accommodations**  
***From IEP’s ( Individual Education Plan), 504’s, ELLIDEP (English Language Learning Instructional Delivery Education Plan)*** *I will review student’s IEP, 504 or ELLIDEP and make appropriate modifications and accommodations.*  
  
**Plan for accommodating absent students:**  
Absent students will have to come see me when they get back. My content notes will be made available to them because the lecture will not be able to be recreated. Students will be able to look at other student's notes and blog postings to see what they missed. There will be plenty of class time to work on their online books so absent students can meet with me then and we can formulate a plan to get them back on track.  
  
**Extensions**  
  
**Type II technology:**  
Students will be using bookr.com to create an online book. This allows students to do much more than they could by just making a small book or pamphlet about The Great Depression. Students will be able to add pictures to their text, along with links to information that supports their online book or something that they found interesting. Then, their final products can be shared online for other classmates, parents, and the community to view.  
  
**Gifted Students:**  
There is no maximum page limit for this assignment, nor is their a limit on hyperlinks, pictures, and other additions. No student will be restricted in what they want to explore. If a student is in need of something more challenging I can ask them to read more of *The Worst Hard Time* by Timothy Egan and include that in their online book.  
  
**Materials, Resources and Technology**  
Laptop  
Pens/Pencils  
Spider Map photocopies  
Projector to show pictures from The Great Depression  
Pictures of The Great Depression  
Rubrics for students to self-assess their online books  
Photocopies of specific passages from *The Worst Hard Time* by Timothy Egan  
Content Notes available for absent students  
  
  
**Source for Lesson Plan and Research**  
  
[http://www.eduplace.com/graphicorganizer/](http://www.eduplace.com/graphicorganizer/" \t "_blank) - Spider Map  
  
[ctsp.tamu.edu/onlinecrses/coop\_activity.pdf](http://ctsp.tamu.edu/onlinecrses/coop_activity.pdf" \t "_blank) - Jigsaw Activity  
  
[http://www.pimpampum.net/bookr/](http://www.pimpampum.net/bookr/" \t "_blank) - bookr.com/pimpampum  
  
[http://history1900s.about.com/od/1930s/p/greatdepression.htm](http://history1900s.about.com/od/1930s/p/greatdepression.htm" \t "_blank) - A brief overview of The Great Depression. Would be great for absent students of for research material for student online books.  
  
[http://www.english.illinois.edu/maps/depression/dustbowl.htm](http://www.english.illinois.edu/maps/depression/dustbowl.htm" \t "_blank) - Great resource about The Dust Bowl of the 1930's. Contains an overview, geographic pictures, historic pictures, and a timeline of events.  
  
[http://www.youtube.com/watch?v=TpfY8kh5lUw](http://www.youtube.com/watch?v=TpfY8kh5lUw" \t "_blank) - A video of The Great Depression uploaded onto Youtube by usanationalarchives. It could be showed in class (run time is 27:47) or be given to a student who was absent to watch.  
  
[http://www.youtube.com/watch?v=IWrX6kC9Nhs](http://www.youtube.com/watch?v=IWrX6kC9Nhs" \t "_blank) - A one minute video that is great to show how life was like back then. I will show this in class.  
  
[http://www.britannica.com/EBchecked/topic/243118/Great-Depression](http://www.britannica.com/EBchecked/topic/243118/Great-Depression" \t "_blank) - A global perspective of The Great Depression provided by Britannica Online.  
  
[http://www.pbs.org/wgbh/americanexperience/features/timeline/rails-timeline/](http://www.pbs.org/wgbh/americanexperience/features/timeline/rails-timeline/" \t "_blank) - A timeline of the Great Depression  
  
*The Worst Hard Time* by Timothy Egan - my own copy of the book will be used to get the passages.  
  
**PART II:**  
  
**Teaching and Learning Sequence (Describe the teaching and learning process using all of the information from part I of the lesson plan)** *Take all the components and synthesize into a script of what you are doing as the teacher and what the learners are doing throughout the lesson. Need to use all the WHERETO’s. (3-5 pages)*  
  
**Agenda**  
**Day 1 - 80 Minutes**  
Cooperative Learning - 5 minutes  
-Students will be given colored slips as the enter the room. These colors will signify a specific table and each group will talk about their blog postings they had to write from Lesson 1.  
  
Hook - 10 minutes  
-Show pictures from The Great Depression and The Dust Bowl and discuss them with the students.  
  
Introducing The Great Depression (1929 to Beginning of War) - 50 minutes  
-Students will be taking notes and will have their Spider Map in front of them  
- Will do this through a lecture format. Students will be taking notes either with personal laptops or pen and paper  
- Pictures from my hook will be available for visual assistance  
  
Spider Map - 15 minutes  
-Students will have the rest of the class time to ask questions, fill out their Spider Map, and watch a [video](http://www.youtube.com/watch?v=IWrX6kC9Nhs" \t "_blank) about The Great Depression.  
  
  
**Day 2 - 80 Minutes**  
Cooperative Learning - 10 minutes  
- Students will be paired up to share their Spider Maps  
  
Jigsaw Activity - 40 minutes  
- Students will be grouped into 4 to 6 people based on proximity.  
- A "Team Leader" will be selected  
- Passages from *The Worst Hard Time* by Timothy Egan will be handed out for students to read.  
- Students will read and then share their passages  
  
Introducing ebook assingment - 5 minutes  
- Go over the grading rubric and expectations  
  
Introduce bookr.com - 5 minutes  
  
Work Period - 20 minutes  
-Explain to the students their blog posting assignment due for next class. They will put themselves in the role of a farmer during The Dust Bowl. They will need to comment on the hardships of the time and discuss what they would have done to improve the land knowing what we know now about agriculture and harvesting.  
  
**Day 3 - 80 Minutes**  
Cooperative Learning - 10 minutes  
- Students will share their assigned blog postings with a student of their choice  
  
Work Period - 60 minutes  
  
Self Assessment - 10 minutes  
- Students will use rubric to grade themselves and see what else they have to do to their ebook for homework  
- Final product will be due at the beginning of next class  
  
The room will be set up in groups of either tables or desk, depending on what the classroom has. Students will still have the freedom to sit where they want but it will be explained to them that seating charts will be created if they do not work well. Students will understand that history is the study of the past through primary and secondary sources and can help better the future. Students should know that history is constantly building on its self and that every event is connected in an endless web to other events. *Students understand major eras, major enduring themes and historic influences in the United States and World history including the roots of democratic philosophy, ideals and institutions in the World.* My hook is a two-step process. First, students will be able to talk about their blog posting homework assignment in small groups. Then, I will project famous pictures from the 1930's from my laptop. We will talk about who the people are and how life was like back then.  
**Where, Why, What, Hook, Tailor:** interpersonal, intrapersonal, visual, naturalist, verbal.  
  
Students will know how to use a Spider Map, some general background to The Great Depression, and the culture of the time **(See Content Notes)**. Students will complete a Spider Map to help them organize the different events that happened during The Great Depression. Happenings such as The Dust Bowl and Roosevelt's New Deal policies. Students will have a chance to fill out their Spider Map while they are taking notes during my lecture and after the lecture by their own. I will use Thumbs Up/Thumbs Down to gauge how students are doing with filling out their Spider Map once the start their work time. For a homework assignment after the second day students will be asked to complete a blog posting where they put themselves into the shoes of a farmer who lives in the region effected by The Dust Bowl.  
**Equip, Explore, Rethink, Tailors: Interpersonal:** logical, interpersonal, intrapersonal, verbal, naturalist, visual.  
  
  
Students will be able to interpret the events that led up to World War II. It is important to understand what comes before to fully understand what comes after. Students will be using bookr.com to make an online book explaining multiple events that occurred during The Great Depression and their connections to the ensuing war. Students will be able to evaluate the implications of the Depression on World War II. They will have to work alone on these projects, but there will be plenty of class time, instruction, and peer assistance for all students. I will grade the students using a rubric that will be made available to them when I introduce the project. I will be looking more for themes and connections between the different eras rather than any specific event or date. As always my late-work policy stands. No matter what is turned in students will have a chance to redo it for full credit. If an assignment is late then I will mark off 5 points for every 2 days it is late.  
**Explore, Experience, Rethink, Revise, Refine, Tailors:** verbal, logical, interpersonal, intrapersonal.  
  
Students will self-assess by using the same rubric I will use when calculating their final grade on the online book project. This will provide the students with timely-feedback because they will be able to see what they have accomplished and what they still need to do to achieve full credit. I will grade their online books and return their grades in a timely fashion. This lesson connects with Lesson 1 because students will still be required to post on their blog accounts. It also connects to Lesson 3 where we will be talking about The Treaty of Versailles and how that treaty left the German economy in shambles.  
**Evaluate, Tailors:** interpersonal, verbal, logical, intrapersonal.  
  
**Content Notes**   
  
The first day will start off with students forming color groups based on pieces of paper I hand to them at the door. Once they share their blog postings from Lesson 1 we will jump into the hook of Lesson 2. Here they will be shown many pictures from the 1930's and we will talk about the emotions they bring up and their significance. After this I will begin to teach them about The Great Depression, The Dust Bowl, and some of Franklin Delano Roosevelt's New Deal policies. Once the material has been covered students will be able to fill in their graphic organizer, which is a Spider Map until class time ends.  
  
On the second day of Lesson 2 we will start class by forming pairs to share Spider Maps. Groups will be chosen by having the students form a line by height and having the tallest and shortest person be partners and then continue down the line in this manner. After this, students will start a Jigsaw activity where they will be placed into groups ranging from 4 to 6 people. A "Team Leader" will be chosen to help facilitate this lesson. Students will be given different passages from the book *The Worst Hard Time* by Timothy Egan and asked to read them silently. Then, each student will have a turn to share what they read to their group. After this Cooperative Learning activity they will then be introduced to what their final product will be. We will go over the rubric and then will have a brief introduction to bookr.com. The rest of the period will be spent brainstorming, researching, and working on their ebooks. Before they leave I will tell them what their homework assignment is and expect them to have it ready for the beginning of next class  
  
The last day of Lesson 3 will be begin by having the students pick their partner and sharing what they wrote in their blog. The majority of this class period will be spent researching and working on their online books. Some time before class ends I will have the students self-assess their projects so far and allow for any last questions. Projects will be due at the start of next class.  
  
  
**[The Great Depression](http://www.pbs.org/wgbh/americanexperience/features/timeline/rails-timeline/" \t "_blank):** The Great Depression started with the crash of the American stock market on October 24, 1929. Overnight the country plummeted into a financial crisis and many lost their investments. From 1929 to the time we entered WWII the United States was in a relatively encompassing Depression that effected many citizens. The Great Depression started under Hebert Hoover's presidency. Hoover was then replaced by Franklin Delano Roosevelt in 1932 and he initiated the New Deal. This was a series of social service programs that helped people get back to work, or in some cases paid farmers *not* to farm. FDR also conducted Fireside Chats, which were radio broadcasts that were addressed directly to the public and explained the things the government was trying to do for the country. The United States did not fully overcome The Great Depression until after WWII, but the War greatly helped increase the income flowing through the country, along with national pride.  
  
[The Dust Bowl](http://www.english.illinois.edu/maps/depression/dustbowl.htm" \t "_blank)

The Dust Bowl lasted for around eight years and could not have come at a worse time. Highlighted by John Steinbeck's *Grapes of Wrath,* citizens of southern states affected by The Dust Bowl often traveled West for hopes of finding a job. The Dust Bowl unfortunately occurred during The Great Depression, which furthered the hardships for the people who lived in Colorado, Kansas, New Mexico, Oklahoma, and Texas. This area is known as America's Plains and is one of the most important agricultural areas of the world. The Dust Bowl started in 1931 during a period of severe drought. The lack of rainfall was magnified by the use of improper farming techniques of the farmers in the region. Dust storms started to occur due to heavy winds and dry topsoil. By 1934 the drought affected 27 different states across America. April 14 of 1935 is known as Black Sunday and was a day of the worst "black blizzard," which caused a lot of damage where ever it went. Many programs were enacted by the Roosevelt administration to get the farmers in the region back on track. Roosevelt approved the Emergency Relief Appropriation Act in 1935, which provided $525 million for drought relief. A branch of the federal government was created called Drought Relief Service to help provide assistance to the farmers who stayed in the area and to try and get the land back to a healthy state.

[Franklin Delano Roosevelt](http://www.whitehouse.gov/about/presidents/franklindroosevelt" \t "_blank)  
The leader of the United States during this time was Franklin Delano Roosevelt. He was president during The Great Depression and WWII and was one of the most popular presidents in our nation's history. He is famous for his New Deal policies, his Fireside Chats during The Great Depression, his "Infamy Speech" at the onset of WWII, and seeing us through the War. He was elected four times and died in office soon after his fourth campaign victory. Vice President Harry Truman replaced him.  
  
**Handouts**  
Spider Map  
Photocopies of specific passages from *The Worst Hard Time* by Timothy Egan  
  
  
**Maine Common Core Teaching Standards for Initial Teacher Certification and Rationale**  
  
***Standard 1 – Learner Development. The teacher understands how learners grow and develop, recognizing that patterns of learning and development vary individually within and across the cognitive, linguistic, social, emotional, and physical areas, and designs and implements developmentally appropriate and challenging learning experiences.***  
  
  
***Learning Styles***  
  
***Clipboard:***  
Students will be able to organize their information their own way in their notes and by using their own Spider Map. Also, the rubric will be broken down into exactly what students need to do in order to achieve full marks on their ebook products.  
  
***Microscope:***  
Students will have to think critically to fill out the connections between The Great Depression and World War II. They will also have to think deeply while they fill out their Spider Maps.  
  
***Puppy:***  
We will have positive group discussion throughout the lesson. During the hook on the first day we will discuss what the pictures shown from the 1930's mean and their significance. Time will be given to students who need it to think through their answer and a safe environment will be provided for all students in my classroom.  
  
***Beach Ball:***  
Students will be asked to do multiple different activities throughout this lesson. They will take notes, discuss blogs, talk about Spider Maps, and work on their online books together in class.  
  
***Rationale:***   
This lesson exposes students to something they all know yet may have never thought of before. Every action and event effects other actions and events in our future. During these three days students will learn about what life was like during The Great Depression and how to apply those life lessons to their life now. This interpretation requires deep thinking, a positive work environment, structure, and multiple activities.  
  
***Standard 6 -* *Assessment. The teacher understands and uses multiple methods of assessment to engage learners in their on growth, to monitor learner progress, and to guide the teacher's and learner's decision making.***  
  
***Formative:***  
I will use Thumbs Up/Thumbs Down to see how my students are doing with filling in their Spider Maps. I will also use the same technique the next day to gauge how they are feeling with their online book. Students will self-assess themselves using the rubric for their project. I will also provide feedback through the use of the rubric once they fill their own out.  
  
  
***Summative:***  
The online books such be free of grammatical and spelling errors, have factual information, and come with complete citations. Students will have to have pictures and text, but can also hyperlink in videos or other websites that support their book. The final project will discuss The Great Depression in America and how the economic hardships allowed for evil to spread in Europe before it became a major problem.  
  
***Rationale:***  
Having the students grade their own online book before they hand it into me is a great way for them to see what they still have left to do to get full credit. This rubric will be the same rubric I will use to grade their final product. The online book they must create will be a great authentic assessment of what they will learn in class. Students will have to draw from their notes and research skills to complete a mini-book. Like all books it must have a beginning, middle, and end. This will affirm the main point of the lesson that everything in this world is connected.  
  
  
***Standard 7* - *Planning Instruction. The teacher plans instruction that supports every student in meeting rigorous learning goals by drawing upon knowledge of content areas, curriculum, cross-disciplinary skills, and pedagogy, as well as knowledge of learners and the community context.***  
  
***Content Knowledge:***  
**(See Content Notes)**  
  
  
***MLR:***  
**Content Area:** Social Studies  
**Standard Label:** E. History  
**Standard:** E1 Historical Knowledge, concepts, themes and patterns  
**Grade Level Span:** Grade 9-Diploma "World War II and Postwar United States 1939-1961"  
**Statement:** Students understand major eras, major enduring themes and historic influences in the United States and World history including the roots of democratic philosophy, ideals and institutions in the World.  
**Performance Indicators**: a,b, c, d  
  
***Facet:***  
Students will be able to evaluate the implications of The Great Depression on World War II.  
  
***Rationale:***  
Students will be connecting past events to what life is like now. They will also have to explore the implications of events by completing an online book using ebook technology, which is a Type II technology. This will require students to internalize lessons from The Great Depression and also remember key themes, people, and events that took place during this time. This will all have to be shown in their ebooks.  
  
***Standard 8 -* *Instructional Strategies. The teacher understands and uses a variety of instructional strategies to encourage learners to develop deep understanding of content areas and their connections, and to build skills to apply knowledge in meaningful ways.***  
  
***MI Strategies:***  
**Verbal:** Students will be able to write about how The Great Depression helped cause World War II when they make their online book on bookr.com.  
**Logical:** Students will have to think logically when they fill out their Spider Map about how the Depression led to World War II.  
**Visual:** Students will use the Spider Map to map out the influences The Great Depression had on World War II. Also, as my hook, I will be showing them famous pictures from The Great Depression which will highlight the tough times.  
**Interpersonal:** Students will be able to share their connections between The Great Depression and World War II with each other during the Jigsaw activity.  
**Intrapersonal:** Students will be able to contemplate how The Great Depression led to World War II by themselves when they fill out their Spider Map.  
**Naturalist:** Students will be asked how better farming practices would have resulted in less of an economical disaster that was The Great Depression. Students will have to make believe they are farmers and talk about what they could have done differently to the land.  
  
***Type II Technology:***  
[bookr.com](http://www.pimpampum.net/bookr/" \t "_blank) (ebook technology)  
  
***Rationale:***   
This lesson asks students to do a multitude of exercises and explore a new technology that will enhance their learning. Students will be thinking, talking, discussion, looking, and exploring. They will be using many intelligences throughout this lesson. Having the students create an online book challenges them to think creatively and critically, which will in turn only enhance their learning.  
  
***NETS STANDARDS FOR TEACHERS***  
**1. Facilitates and Inspire Student Learning and Creativity. Teachers use their knowledge of subject matter, teaching and learning, and technology to facilitate experiences that advance student learning, creativity, and innovation in both face-to-face and virtual environments.**  
a. Promote, support, and model creative and innovative thinking and inventiveness  
  
b. Engage students in exploring real-world issues and solving authentic problems using digital tools and resources  
  
c. Promote student reflection using collaborative tools to reveal and clarify students’ conceptual understanding and thinking, planning, and creative processes  
  
d. Model collaborative knowledge construction by engaging in learning with students, colleagues, and others in face-to-face and virtual environments  
  
***Rationale:***  
While creating their own ebooks students must be creative when designing the appearance and content of their books. This lesson provides the students with many opportunities for cooperative learning, engaging with me and peers, and reflecting deeply on the material being covered. Students will have both physical and virtual products by the end of this three day lesson.  
  
  
**2. Design and Develop Digital Age Learning Experiences and Assessments. Teachers design, develop, and evaluate authentic learning experiences and assessment incorporating contemporary tools and resources to maximize content learning in context and to develop knowledge, skills, and attitudes identified in the NETS-S.**  
a. Design or adapt relevant learning experiences that incorporate digital tools and resources to promote student learning and creativity  
  
b. Develop technology-enriched learning environments that enable all students to pursue their individual curiosities and become active participants in setting their own educational goals, managing their own learning, and assessing their own progress  
  
c. Customize and personalize learning activities to address students’ diverse learning styles, working strategies, and abilities using digital tools and resources  
  
d. Provide students with multiple and varied formative and summative assessments aligned with content and technology standards and use resulting data to inform learning and teaching  
  
***Rationale:***  
The use of bookr.com allows students to make more than just an essay about how The Great Depression led to World War II. They will be able to embed links from cool sites they found while researching. They can place pictures next to their text, and possibly embed video as well. This Type II technology allows for deeper understanding of the material, as well as a more engaging final product when all is said and done. Multiple forms of formative assessment will be provided and summative assessment will be both fair and just.